

Postsecondary Technical Education Authority

AGENDA

Kansas Board of Regents

1000 SW Jackson, Suite 520, Topeka, KS

10:00 AM - Thursday, March 28, 2019

I. CALL TO ORDER

- A. Approve Previous Minutes (February 28, 2019) Chair Frederick

II. REPORTS

- A. Introductions Chair Frederick
B. Chair's Report Chair Frederick
C. Member Liaison Reports TEA Members
D. Vice President for Workforce Development Report Vice President Smathers
E. Report from the Community Colleges President Calvert
F. Report from the Technical Colleges President Schears

III. CONSENT AGENDA

- A. Technical Program and Curriculum Committee Committee Chair R. Johnson
1) 2018-2019 Excel in CTE Qualifying Credentials
2) Contractual Partnership Application
3) New Programs:
 - Neosho County Community College: (46.0302) Electrical Technology: Technical Certificate B/30 credit hours
 - Wichita State University Campus of Applied Sciences and Technology: (47.0612) Alternative Fuel Vehicle Maintenance & Advanced Electronics: Technical Certificate C/46 credit hours and Associate of Applied Science degree/61 credit hours

IV. CONSIDERATION OF DISCUSSION AGENDA

- B. Budget and Finance Committee Committee Chair M. Johnson
1) Cost Model Review Associate Director Chambers

V. OTHER MATTERS

- A. Carl D. Perkins V Transition Plan Senior Director Beene
B. Update on Adult Education: Walmart Grant Sr. Associate Director Chris Lemon
C. Legislative Update and Budget Review Director Casey and Vice President Frisbie
D. Program Review Update Director Henry

VI. COLLEGE PRESENTATIONS

- A. Dodge City Community College President Nolte
B. Wichita State University Campus of Applied Sciences and Technology President Utash

- VII. NEXT MEETING REMINDER** (Thursday April 25, 2019) Chair Frederick

VIII. ADJOURNMENT

**PRELIMINARY MINUTES
KANSAS POSTSECONDARY
TECHNICAL EDUCATION AUTHORITY
MEETING**

The February 28, 2019 meeting of the Kansas Postsecondary Technical Education Authority (TEA) was held via conference call at the Kansas Board of Regents, 1000 S. Jackson Street, Suite 520, Topeka, Kansas.

Members Present

Ray Frederick Jr., Chair , in-person
Rita Johnson
Mike Johnson
Mike Beene
Jason Cox

Debra Mikulka
Delia Garcia
Sabrina Korentager
Eddie Estes
Stacy Smith

Others Represented

Northwest Kansas Technical College
Hutchinson Community College
Cowley Community College
Neosho County Community College

Johnson County Community College
Kansas City Community College
Flint Hills Technical College

Kansas Board of Regents Staff Present

Scott Smathers
Charmine Chambers
Susan Henry
Eric Tincher
Erin Guardiola

Connie Beene
Tim Peterson
Vera Brown
Lisa Beck

CALL TO ORDER

The meeting was called to order by Chair Frederick at 10:02 A.M.

APPROVAL OF MINUTES

Motion: Member R. Johnson moved to approve the minutes of January 23, 2018. Following a second by Member M. Johnson, the motion carried.

REPORTS

Introductions

Delia Garcia introduced herself as the new TEA member from the Kansas Department of Labor.

Chair's Report

Chair Frederick shared that on February 1st he attended the signing of the Governor's Proclamation for CTE month, and he thanked Member Estes for his assistance in expediting the proclamation. Chair Frederick and Vice President Smathers then met with Representative Jim Ward from Wichita sharing information regarding program criteria processes and asking for his support with Excel in CTE funding. He also met with the Lt. Governor in Wichita to provide information regarding the activities and functions of the TEA. They also had general discussions concerning funding and specifically the gap in Excel in CTE funding.

Member Liaison Reports

Chair Frederick invited TEA member activity reports. Member R. Johnson thanked the Kansas Technical Colleges for the opportunity to attend their winter retreat. Member Estes reported that March 21st is high school Ag Career Day at the 3I show in Dodge City. Member Estes thanked Secretary Garcia for her participation along with various legislators and the Lt. Governor at the recent Dodge night, where there were considerable discussions regarding Career Tech Education and the Rural Workforce Innovation Network, a new program established by the US Department of Agriculture. Secretary Garcia responded that it was great to attend and that the Department of Labor and Department of Commerce have been meeting discussing workforce issues. Member Beene notified the community college and technical colleges on the conference call that they may be contacted by State SHRM members or members of the Department of Commerce, as they are seeking to become more engaged with postsecondary partners to assist in the state talent pipeline. Member M. Johnson reported Linda Fund from the KACCT has announced her intention to retire, and a committee of trustees has been selected to search for a replacement Executive Director. The field has been narrowed to four applicants and a new director should be named by the end of March.

Vice President for Workforce Development Report

Chair Frederick called on Vice President Smathers to provide Members with a Workforce Development report. Vice President Smathers informed members that the KBOR Workforce Development group added two new team members, Associate Director Lisa Beck and Project Coordinator Erin Guardiola, who are working as part of the new Walmart grant, details of which were shared with TEA members last month, involving Adult Education focusing on retail and hospitality industry training. He informed members that we are currently seeking to fill the two TEA member vacancies, one which will be appointed by the President of the Kansas Senate and one that will be appointed by KBOR. The radio interviews regarding Excel in CTE, engineering, adult education and GED have been broadcast and he requested member feedback. Vice President Smathers visited 11 institutions in the last month and attended a conference in Denver regarding their youth apprenticeship program. He and Associate Director Chambers also attended the technical college's retreat. He reported that Workforce Development Staff have been travelling across the state, conducting Perkins visits, OCTAE visits, attending an adult education conference in Wichita and a Perkins conference in Washington, DC. Work continues on the Perkins Transition Plan, and the final plan should be provided to TEA members in March for review. He reported discussions continue regarding university service areas. Vice President Smathers provided an update on legislation, specifically two bills; Senate Bill 71, which is for the TEA renewal and Senate Bill 199 which is to provide an alternative way to award a Kansas high school equivalency certificate. Vice President Smathers had dinner with two-year institution Presidents and Board chairpersons and reported that program articulation was a significant topic of discussion. He also reported that KBOR will be releasing new transition report in the KHE Stats program, and two-year institutions will be able to view their students' performance at the university level. Lastly, the NC3 statewide agreement was finalized and NC3 is requesting feedback from institutions. Vice President Smathers encouraged the institutions to respond.

Report from the Community Colleges

Chair Frederick called upon Hutchinson Community College President Carter File to provide members with a report from the community colleges.

Report from the Technical Colleges

Chair Frederick called upon Northwest Kansas Technical College President Schears to provide members with a report from the technical colleges.

CONSENT AGENDA

Budget and Finance Committee

Kansas Nursing Initiative: Professional Development Grants

Chair Frederick invited Budget and Finance Committee Chair M. Johnson to provide comments regarding the Kansas Nursing Initiative Professional Development Grants as recommended for approval by the Budget and Finance Committee as discussed on the committee's February 14, 2019 conference call.

Motion: Member R. Johnson moved to approve the Consent Agenda as presented. Following a second by Member Mikulka, the motion carried.

OTHER MATTERS

Updated CIP Evaluations with 3-year K-TIP data

Chair Frederick called on Vice President Smathers to present a summary of the updated CIP evaluations with 3-year K-TIP data. Data was provided for member review at their request. Vice President Smathers inquired if members felt it would be helpful for KBOR staff to continue to review and provide data evaluating programs as currently meeting criteria, not meeting criteria and with CIP codes needing further review. Member R. Johnson recommended that KBOR staff continue to review the programs, specifically looking at program performance and the number of programs with significant numbers of declared majors with few students graduating and employed. She also recommended that KBOR staff prepare the information with a recommendation for the Technical Program and Curriculum Committee to review and to then forward to the TEA for discussion. Members Estes and Mikulka agreed and Chair Frederick requested that KBOR staff continue to review the data and provide the information for members to make decisions on the programs, including potential reclassification of programs.

Contractual Partnerships

Chair Frederick called on Vice President Smathers to present the contractual partnership application for state funding. The TEA agreed that as part of the revised course funding criteria, approval of language defining institutional oversight/control over who is teaching course(s) shall be required. Member R. Johnson suggested the addition of the statement "a line that indicates payment for the instructional services provided with be directly paid to (individual) or (entity)." Vice President Smathers invited suggestions for form revision within two weeks.

Update on FY18 Adult Education performance results

Chair Frederick called on Senior Director Beene to provide an update on FY18 Adult Education performance results. Institutions or unified school districts who receive Adult Education and Family Literacy Act (AEFLA) funds report student level data such as skill gains, employment, and GED attainment. Results of FY18 data reported to the Office of Career, Technical and Adult Education, U.S. Department of Education was presented.

Update on FY17 Carl D. Perkins performance results

Chair Frederick called on Senior Director Beene to provide an update on FY17 Carl D. Perkins performance results. Institutions who receive Carl Perkins Grant funds report data to the Kansas Board of Regents, reflecting their performance on various metrics such as credential and degree attainment, job placement, and retention. Results of data reported to the Office of Career, Technical and Adult Education, U.S. Department of Education was presented.

NEXT MEETING REMINDER

Chair Frederick reminded members that the next TEA meeting will be March 28, 2019 at 10:00 AM at the Kansas Board of Regents offices.

ADJOURNMENT

Motion: Member R. Johnson moved to adjourn the meeting. Following a second by Member Beene, Chair Frederick adjourned the meeting at 11:12 A.M.

Respectfully submitted by:
Susan Henry, Executive Assistant

2019-2020 Qualifying Credentials

Summary

Excel in CTE (SB 155), now K.S.A. 72-3819 (recently updated from K.S.A. 72-4489), which passed in 2012, established the CTE Incentive Program which provides incentive awards, as sufficient monies are appropriated, to school districts for high school graduates who have obtained qualifying industry-recognized credentials in high-demand occupations either prior to graduation or by December immediately following graduation. Based on established criteria; the proposed list of qualifying credentials for 2019-2020 has been developed and will be presented to the TEA on 3/28/2019 for approval and recommendation to KBOR.

3/28/2019

Credential List Development

The list of credentials qualifying for the incentive program is developed by the Kansas Department of Labor (KDOL) in consultation with KBOR and the Kansas State Department of Education (KSDE) based on the following criteria:

- Occupations must appear on the high demand/high wage occupations list and have an overall demand score between 10 and 30 using the metric developed by KDOL based on job vacancy, short-term job projections, long-term job projections, and wage data.
- Wages for the occupation must be at least 70 percent (\$31,199) of the average annual wage in Kansas (\$44,570 – 2018 Wage Survey) or, if the occupation does not meet the wage criteria, the credential for the occupation must be a stackable credential and required for the next occupation level.
- The education level for the occupation requires at least a high school diploma as designated by KDOL.
- Occupations must have an associated, occupationally specific industry-recognized credential (certification or license).
- Courses leading to that certification/license are available to high school students.
- The certification/licensure is attainable by a high school student within six months of high school graduation or before.

AY2019-2020 Updates

The following occupations are on the 2020 Phase-Out Occupation list; Automotive Body and Related Repairers under SOC code 49-3021, and Telecommunications Equipment Installers and Repairers under SOC code 49-2022. Certifications for these programs must be earned by December 2020 to be eligible for incentive/reimbursement funding. The qualifying credentials list does not limit any programs eligible for the SB 155 tuition reimbursement. According to statute, institutions are to receive notification of the credentials that qualify for the incentive program on an annual basis.

In FY2015 the appropriation for the incentive funding was reduced from \$1.5 million to \$750,000, and again in FY2016 and FY2017 to \$50,000 per year, requiring a pro rata distribution of these funds among the qualifying school districts. Although the incentive funding portion of Excel in CTE was significantly reduced; the remaining appropriated amount has been sufficient to cover the one/half of the credentialing assessment costs that districts were required to pay in each fiscal year through FY2018.

2019-2020 Excel in CTE (SB 155) Qualifying Credential Incentive List

2010 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages
53-3032	49.0205	Truck Drivers, Heavy and Tractor-Trailer	Commercial Driver License (CDL)	\$41,130
31-1014	51.3902	Nursing Assistants**	Certified Nurse Aide (CNA)	\$24,560
15-1151	01.0106, 11.1006, 51.0709	Computer Support Specialists	<i>Cisco</i> -- Certified Entry Networking Technician; CompTIA - A+; CompTIA - Network +; CompTIA - Server +; CompTIA - Security +; <i>Microsoft</i> -- Microsoft Technology Associate (MTA); Microsoft Certified Solutions Associate (MCSA)	\$44,120
49-3023	47.0600, 47.0604, 47.0614, 47.0617	Automotive Service Technicians and Mechanics	<i>Automotive Service Excellence (ASE)</i> -- ASE Student Certification in all 4 of the following areas: Brakes, Electrical/Electronic Systems, Engine Performance, and Suspension and Steering – <i>OR ASE Student Certification in at least one of the following areas: Maintenance and Light Repair (MLR), Automobile Service Technician (AST) or Master Automobile Service Technician (MAST)</i>	\$36,560
51-4121	15.0614, 48.0508	Welders, Cutters, Solderers, and Brazers	<i>American Welding Society (AWS)</i> -- 3 Position Qualifications D1.1 standard or higher (AWS - 1F, 2F and 1G); <i>American Society of Mechanical Engineers (ASME)</i> Section 9 Standards (6G level)	\$40,320
47-2031	46.0201	Carpenters	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Carpentry Level 1	\$39,140
53-3033	49.0205	Truck Drivers, Light or Delivery Services,	Commercial Driver License (CDL)	\$31,680
47-2111	46.0302	Electricians	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Electrical Level 1	\$55,250
49-9041	47.0303	Industrial Machinery Mechanics	<i>National Center for Construction Education and Research (NCCER)</i> -- Core Curriculum: Introduction to Craft Skills and Industrial Maintenance Level I; <i>Society of Maintenance & Reliability Professionals</i> -- Certified Maintenance & Reliability Technician (CMRT)	\$52,020
49-3031, 49-3041	47.0605, 47.0613	Bus and Truck Mechanics and Diesel Engine Specialists	<i>Automotive Service Excellence (ASE)</i> -- ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	\$41,780
51-4011	48.0510	Computer-Controlled Machine Tool Operators, Metal and Plastic	<i>National Institute for Metalworking Skills (NIMS)</i> - Machining Level 1	\$37,200
47-2152	46.0502, 46.0503, 46.0599	Plumbers, Pipefitters, and Steamfitters	<i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Plumbing and Pipefitting Level 1	\$47,200
49-9021	15.0501, 47.0201	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	<i>ICE</i> - -Core +Residential Air Conditioning & Heating or Light Commercial Air Conditioning & Heating or Commercial Refrigeration; <i>North American Technician Excellence (NATE)</i> -- Core + 1 one of the following specialty areas: Air Conditioning, Air Distribution, Air-to Air Heat Pumps, Gas Furnaces, Oil Furnaces, Hydronics Gas, Light Commercial Refrigeration, Commercial Refrigeration, Ground Source Heat Pump Loop Installer; <i>HVAC Excellence</i> -- Core Areas (Electrical & Refrigeration Theory) + one of the following specialty areas: Air Conditioning, Gas Heat, & Electrical or Light Commercial Air Conditioning, Gas Heat & Electrical or Light Commercial Refrigeration & Electrical; <i>National Center for Construction Education and Research (NCCER)</i> -- Core + HVAC Levels 1 & 2	\$46,600
47-2211	48.0506, 46.0411	Sheet Metal Workers	<i>Manufacturing Skills Standards Council (MSSC)</i> - Certified Production Technician (CPT), <i>National Center for Construction Education and Research (NCCER)</i> - Core Curriculum: Introduction to Craft Skills and Sheet Metal Level 1, <i>National Institute for Metalworking Skills (NIMS)</i> - Metal Forming I	\$37,370
51-4041	48.0501, 48.0503	Machinists	<i>National Institute for Metalworking Skills (NIMS)</i> - Machining Level 1	\$40,180

2019-2020 Excel in CTE (SB 155) Qualifying Credential Incentive List

2010 Standard Occupational Codes (SOC)	Classification of Instructional Program (CIP) Code	Occupation	Credentials/Certifications Qualifying for Incentive Payment	Average Annual Wages
11-9013	01.0101, 01.1012, 01.0199	Farmers, Ranchers, and Other Agricultural Managers **	<i>Kansas Department of Agriculture (KDA)</i> -- KS Commercial Pesticide Applicators Certificate, <i>Kansas Department of Agriculture (KDA)</i> -- Agriculture Skills and Competencies Certificate, <i>Kansas Department of Agriculture (KDA)</i> --Plant Systems Skills and Comptencies Certificate, <i>Kansas Department of Agriculture (KDA)</i> -- Animal Science Skills and Competencies Certificate	\$68,720***
49-3041	1.0205	Farm Equipment Mechanics	<i>Automotive Service Excellence (ASE)</i> -- ASE Student Certification in all 4 of the following areas: Diesel Engines, Electrical/Electronic Systems, Brakes, and Steering & Suspension	\$39,600
33-2011	43.0203	Fire Fighter	National Firefighter I Certification	\$36,250
11-9051	12.0504	Food Service Managers	<i>National Restaurant Association Educational Foundation</i> - ProStart National Certificate of Achievement; ServSafe Food Protection Manager	\$62,510
31-9091	51.0601	Dental Assistant	Certified Dental Assistant Certification	\$35,120
29-2041	51.0801, 51.0904	Emergency Medical Technicians & Paramedics	<i>EMT-Basic National Registry</i> -- EMT Certification, <i>National Registry-Paramedic</i> -- Paramedic Certification	\$28,220
49-3011, 51-2011	47.0607, 47.0608	Aircraft Mechanics and Service Technicians	<i>Federal Aviation Administration (FAA)</i> --Aviation Maintenance Technician- Airframe, or Aviation Maintenance Technican-Powerplant	\$63,460
29-2052	51.0805	Pharmacy Technicians	<i>Kansas Board of Pharmacy</i> -- Kansas Pharmacy Technician Certification Board Exam (PTCB); Certified Pharmacy Technician	\$30,930

** Stackable Credentials
 *** Average Annual Wage - reflects occupation listed which requires bachelors degree and/or substantial experience in the field. This salary is not likely achievable for students completing the associated credential

***2020 Phase Out Occupations: Occupations on the 2019 SB155 Certifications/Credentials List but no longer meet the In-Demand/Wage/Education criteria (Only for students who started courses in 2018-2019 Credential must be earned before December 2020)**

49-3021	47.0603	Automotive Body and Related Repairers	<i>Automotive Service Excellence (ASE)</i> -- ASE Student Certification on any of the following areas: Painting & Refinishing, Structural Analysis & Damage Repair, Non-Structural Analysis & Damage Repair, or Mechanical & Electrical; <i>Inter-Industry Conference on Auto Collision Repair (I-CAR)</i> --Refinish Technician ProLevel 1	\$41,060
49-2022	47.0103	Telecommunications Equipment Installers and Repairers Except Line Installers	<i>Society of Cable Telecommunications Engineers</i> -- Broadband Permises Installer	\$48,300

*Occupations fall below the minimum demand, wage, or educational requirement criteria; in some cases credentials may also be associated with in-demand occupations listed above

Contractual Partnerships

Summary

Since September, the TEA, and representatives from the Community College and Technical College sector have worked to define language surrounding contractual partnerships. Per request from the TEA, Board staff developed the contractual partnership application.

3/28/2019

Background

Agreement on language defining institutional oversight/control over who is teaching course(s) has been an evolving conversation between the TEA and institutions. During the January 23, 2019 the approved the following language:

Courses for which a college has program and course approval, taught by an instructor employed by or paid by the institution, or reimbursed under a KBOR approved contractual partnership training agreement (e.g., CEP) will be eligible for postsecondary state funding. Instruction must be provided by the college directly, or through a contractual arrangement in which the college is fully responsible for the training provided and the hiring of the instructor. To be "fully responsible" there must be an employer-employee relationship established between the college and the instructor, or through a KBOR approved contractual partnership training agreement (e.g., CEP)

Such agreement must state that the instructor of the course meets the employment and credentialing standards of the regionally accredited college and is subject to compliance with applicable policies, rules, and regulations of the college as required of all part-time/adjunct faculty for the college.

Contractual Partnership Approval Application

Board staff developed and presented the contractual partnership application for state funding during the February 28, 2019 TEA meeting. Vice President Smathers requested feedback be provided by March 8, 2019. One comment was received, and the edits were included in the application.

Staff Recommendation

The Technical Education Authority's Program and Curriculum Committee reviewed the application and recommends approval of the contractual partnership application.

CONTRACTUAL PARTNERSHIP TRAINING AGREEMENT

Courses for which a college has program and course approval, taught by an instructor employed by or paid by the institution, or reimbursed under a KBOR approved contractual partnership training agreement will be eligible for postsecondary state funding. Instructions must be provided by the college directly, or through a contractual arrangement in which the college is fully responsible for the training provided and the hiring of the instructor. To be “fully responsible” there must be an employer-employee relationship established between the college and the instructor, or through a KBOR approved contractual partnership agreement.

Such agreement must state that the instructor of the course meets the employment and credentialing standards of the regionally accredited college and is subject to compliance with applicable policies, rules, and regulations of the college as required of all part-time/adjunct faculty for the college.

Name of Institution	
Name of partnering entity	
Name of person(s) and/or entity receiving payment for providing instruction:	

Please provide a brief description of the partnership:

Please provide institutions employment and credentialing requirements for part-time/adjunct faculty:

Please provide the following for instructors in the proposed contractual partnership agreement:

Name	Education/Credentials

(Please add rows as needed)

Please provide the following for courses being taught through the proposed contractual partnership agreement:

Course ID	Course Title	Credit Hours

(Please add rows as needed)

Signature of VPAA/President of Institution

Date

Signature of representative of partnering entity

Date

<u>Official Use Only:</u>	
<i>Effective Date:</i> _____	<i>Expiration Date:</i> _____
Signature of KBOR, Director for Workforce Development	Date

Requests for Degree and Certificate Programs Submitted from Community Colleges and Technical Colleges

Summary

Each month community and technical colleges submit requests for the approval of new certificate and degree programs. The Board office received requests from Neosho County Community College to offer a Technical Certificate B in Electrical Technology; and from Wichita State University Campus of Applied Sciences and Technology to offer a Technical Certificate C and Associate of Applied Science in Alternative Fuel Vehicle Maintenance and Advanced Electronics. The programs submitted addressed all criteria requested and were subject to the 10-day comment period required by policy. The programs were reviewed by staff and are presented for review and discussion by the Technical Education Authority's Program and Curriculum Committee.

3/28/2019

Background

Community and technical colleges submit requests for new certificate and degree programs each month utilizing forms approved by staff. Criteria addressed during the application process include, but are not limited to, the following: program description, demand for the program, duplication of existing programs, faculty, costs and funding, and program approval at the institution level.

Description of Proposed Programs:

Neosho County Community College requests approval of the following program:

- Electrical Technology (46.0302) – Technical Certificate B/30 credit hours

The proposed Electrical Technology program prepares individuals to apply technical knowledge and skill to install, operate, maintain, and repair electric apparatus and systems such as residential, commercial, and industrial electric-power wiring; and DC and AC motors, controls, and electrical distribution panels. The program includes instruction in the principles of electronics and electrical systems, wiring, power transmission, safety, industrial and household appliances, job estimation, electrical testing and inspection, and applicable codes and standards.

Upon successful completion of the program, individuals will be prepared to take the Journeyman exam. The Journeyman exam meets the statutory (K.S.A. 12-1525) standards for competency for Electricians.

Development of this program was in partnership with USD290 Ottawa. The full memorandum of understanding between Neosho County Community College and USD290 Ottawa is included in the new program proposal packet.

According to the U.S. Bureau of Labor Statistics, the Occupational Outlook Handbook indicates a national growth rate for Electricians of 9%, with an annual median wage of \$54,110 (or about \$26.01 per hour) with the typical education needed for entry as a high school diploma or equivalent.

The Kansas Department of Labor, Long-term Occupation Projections 2016-2026, indicate a state-wide change of employment for Electricians of 4% with an annual median wage of \$55,253 (or about \$26.56 per hour) with the typical education needed for entry as a high school diploma or equivalent. Annual openings equate to 714 jobs per year.

Currently, nine institutions offer a similar program. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates who exited the higher education system, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2017 K-TIP report.

2017 K-TIP Data						
College	Program Name	Total # Concentrators	Total # Graduates	Total # Graduates Exited	Total # Graduates Exiting & Employed	Average Wage: Graduates Exited & Employed
Coffeyville Community College	Electrical Technology	12	11	10	10	\$30,605
Highland Community College	Electrical Technology	24	*	*	*	*
Hutchinson Community College	Electrical Technology	12	*	*	*	*
Johnson County Community College	Electrical Technology	33	17	7	6	\$30,858
Kansas City Kansas Community College	Electrical Technology	52	10	9	9	\$47,842
North Central Kansas Technical College	Electrical Technology	35	10	10	10	\$41,648
Northwest Kansas Technical College	Electrical Technology	21	18	12	12	\$34,247
Salina Area Technical College	Electrical Technology	15	8	8	8	\$38,627
Washburn Institute of Technology	Electrical Technology	39	31	27	27	\$25,336
Total		243	105-113	83-91	82-90	

NR = No values were reported.

* = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

Concentrators = Technical program majors who have completed at least 12 credit hours of technical coursework in the same program area.

Collaboration with existing programs was not pursued due to the partnership between Neosho County Community College and USD290 Ottawa.

Three letters of support for the proposed program were received from Performance Electric Solutions, Faith Technologies, and Pride Services, Inc. Supports for the program include serving on the program advisory committee, serving as guest speakers, providing internship opportunities for students, providing program supplies, and the hiring of qualified graduates.

Neosho County Community College plans to begin the proposed Electrical Technology program in fall of 2019. The college estimated the cost of the proposed program at approximately \$15,671 (\$7,600 salaries, \$6,971 tools/supplies, and \$1,100 National Center for Construction Education & research (NCCER) training). Brenda Krumm, Dean of Outreach and Workforce Development, will assume responsibility for the proposed program. Salary expenses will be paid through student tuition. Existing classroom space at Ottawa High School will be utilized. Tools, Supplies and NCCER training expenses will be paid through Neosho County Community College's general fund. General funds were made available due to the closing of the Construction Technology program in Lawrence, KS.

The proposed program was subject to the 10-day comment period from February 22, 2019 to March 7, 2019, during which no formal comments were received.

Staff Recommendation

The new program request submitted by Neosho County Community College for a Technical Certificate B at 30 credit hours has been reviewed by the Technical Education Program/Curriculum Committee and is recommended for approval.

Wichita State University Campus of Applied Sciences and Technology requests approval of the following program:

- Alternative Fuel Vehicle Maintenance & Advanced Electronics (47.0614) – Technical Certificate C/46 credit hours and Associate of Applied Science degree/61 credit hours

The proposed Alternative Fuel Vehicle Maintenance & Advanced Electronics program prepares individuals to apply technical knowledge and skill to the maintenance of alternative fuel vehicles and the conversion of standard vehicles to AFV status. The program includes instruction in electrical vehicles, liquefied petroleum gas vehicles (LPG), compressed natural gas vehicles (CNG), hybrid fuel technology, electrical and electronic systems, engine performance, diagnosis and repair, and conversion/installation.

Upon successful completion of either the Technical Certificate C or Associate of Applied Science degree, individuals will be prepared to take the following industry certifications:

- Automotive Service Excellence (ASE):
 - Automotive Transmission/Transaxle, Brakes, Electrical/Electronic Systems, Engine Performance, Engine Repair, Heating and Air Conditioning, Manual Drive Train and Axles, and Suspension and Steering
 - Hybrid Systems and CNG Alternative Fuels (after 1 year of work experience)
- National Coalition of Certification Centers (NC3):
 - Diagnostics, Advanced Diagnostics, Torque, Multimeter, Wheel Service, Pro Cut, and Battery Charging and Starting
- Fiat/Chrysler:
 - Cap Local Level 0 and 1

Although none of the industry certification bodies are accredited, the ASE certifications are driven by employer demand. ASE credentials are included in the program alignment of Automotive Service Technology.

According to the U.S. Bureau of Labor Statistics, the Occupational Outlook Handbook indicates a national growth rate for Automotive Service Technicians and Mechanics of 6%, with an annual median wage of \$39,550 (or about \$19.02 per hour) with the typical education needed for entry as a postsecondary nondegree award.

The Kansas Department of Labor, Long-term Occupation Projections 2016-2026, indicate a state-wide change of employment for Automotive Service Technicians and Mechanics of -1.1% with an annual median wage of \$36,554 (or about \$17.57 per hour) with the typical education needed for entry as a postsecondary nondegree award. Although a negative change in employment is predicted, annual openings equate to 611 jobs per year.

There are no existing programs utilizing CIP Code 47.0614. Currently, twenty institutions offer a similar program under CIP Code 47.0604 Automotive Technology. Below are the colleges, programs, total number of concentrators, total number of graduates, total number of graduates who exited the higher education system, total number of graduates exiting the higher education system and employed, and average wage of graduates who exited the higher education system and are employed information from the 2017 K-TIP report.

2017 K-TIP Data						
College	Program Name	Total # Concentrators	Total # Graduates	Total # Graduates Exited	Total # Graduates Exiting & Employed	Average Wage: Graduates Exited & Employed
Barton Community College	Automotive Technology	16	5	*	*	*
Butler Community College	Automotive Technology	15	6	*	*	*
Coffeyville Community College	Automotive Technology	49	16	11	9	\$18,508
Cowley Community College	Automotive Technology	17	15	10	6	\$22,865
Dodge City Community College	Automotive Technology	19	*	*	*	*
Flint Hills Technical College	Automotive Technology	35	18	9	8	\$16,981
Garden City Community College	Automotive Technology	*	*	*	*	NR
Highland Community College	Automotive Technology	30	7	*	*	*
Hutchinson Community College	Automotive Technology	48	15	8	8	\$24,425
Independence Community College	Automotive Technology	NR	NR	NR	NR	NR
Johnson County Community College	Automotive Technology	86	14	11	8	\$27,062
Kansas City Kansas Community College	Automotive Technology	100	39	16	15	\$19,739
Manhattan Area Technical College	Automotive Technology	31	8	*	*	*
North Central Kansas Technical College	Automotive Technology	40	13	12	12	\$37,292
Northwest Kansas Technical College	Automotive Technology	18	16	7	6	\$33,627
Pratt Community College	Automotive Technology	19	5	*	*	*
Salina Area Technical College	Automotive Technology	29	14	12	12	\$25,552
Seward County Community College	Automotive Technology	32	5	*	*	*
Washburn Institute of Technology	Automotive Technology	113	39	21	16	\$25,735
Wichita State University Campus of Applied Sciences and Technology	Automotive Technology	66	7	*	*	*
Total		763-767	242-250	117-153	100-136	

NR = No values were reported.

* = Small cell suppression used to protect student privacy in accordance with FERPA and HEOA guidelines.

Concentrators = Technical program majors who have completed at least 12 credit hours of technical coursework in the same program area.

Collaboration with existing programs was not pursued due to the slight difference between the programs. The aligned Automotive Technology program (CIP 47.0604) focuses on the service and repair of traditional fuel vehicles. The proposed program (CIP 47.0614) specializes in areas of electrical, liquid petroleum gas, and natural gas vehicles.

Four letters of support for this program were received from Hatchett Devlin Automotive Group, Don Hattan Dealerships, Wichita Transit, and Berry Equipment. Supports for the program include serving on the program advisory committee, providing expertise in curriculum development, providing internship opportunities for students, and providing guaranteed interviews for program graduates.

Wichita State University Campus of Applied Sciences and Technology plans to begin the proposed Alternative Fuel Vehicle Maintenance & Advanced Electronics program in fall of 2019. The college estimated the cost of the proposed program at approximately \$122,600 (\$41,500 salaries, \$80,000 equipment, \$1,000 tools/supplies, and \$100 instructional supplies). Charles Kauffman will assume responsibility for the program. Kauffman is an existing faculty member in the Automotive Service Technology program. His salary is embedded into the existing expenses of the college and will be funded by student tuition. Existing classroom space at the City Center Campus (301 S. Grove, Wichita, KS 67211) will be utilized. Equipment, tools/supplies, and instructional supplies will be funded through the institution's general fund. The institution sets aside a portion of its general fund for program development.

Wichita State University Campus of Applied Sciences and Technology's existing Automotive Technology program holds full accreditation from the National Automotive Technicians Education Foundation (NATEF). The proposed program will fall under the current NATEF accreditation.

The proposed program was subject to the 10-day comment period from February 22, 2019 to March 7, 2019, during which no formal comments were received.

Staff Recommendation

The new program request submitted by Wichita State University Campus of Applied Sciences and Technology for a Technical Certificate C at 46 credit hours and Associate of Applied Science degree at 61 credit hours has been reviewed by the Technical Education Program/Curriculum Committee and is recommended for approval.

Cost Model Review

Summary

The KBOR Cost Model uses four main cost components—Instructor + Instructional Support + Institutional Support + Extraordinary Costs to calculate a total per credit hour composite rate for each course.

National data sources are used to derive the Instructor, Instructional Support, and Institutional Support rates. These components are currently updated annually utilizing the Cost and Productivity Study (previously known as the Kansas Study), a national instructor cost study conducted annually by the National Higher Education Benchmarking Institute at Johnson County Community College, and the Integrated Postsecondary Education Data System (IPEDS). Since a national data source does not exist for Extraordinary Costs calculation, the Higher Education Price Index (HEPI) is applied to adjust the Extraordinary Costs component annually.

3/28/2019

Background

The KBOR Cost Model was developed in response to the 2007 legislative proviso to “develop and recommend to the Board of Regents a credit hour funding distribution formula for postsecondary technical education training programs that is:

2007 - Legislative proviso:

“develop and recommend to the Board of Regents a credit hour funding distribution formula for postsecondary technical education training programs that is: 1) tiered to recognize and support cost differentials in providing high-demand, high-tech training; 2) takes into consideration target industries critical to the Kansas economy; 3) is responsive to program growth; and 4) includes other factors and considerations as deemed necessary or advisable.”[KSA Supp. 72-4482, 2008]

- Workgroup established to design cost model prototype, and Kansas Higher Education database was developed

2009 - Cost model framework:

- Funding for a technical course should be the same for all institutions
- Cost model:
 - based on data
 - encourages high-wage, demand-driven technical education
 - encourages program growth

KBOR Cost Model

To recognize the cost differential in course delivery, the KBOR cost model uses four components to calculate the total costs of credit hours per course: Instructor Costs, Instructional Support Costs, Institutional Support Costs, and Extraordinary Costs.

A total calculated course rate is established for every program, and therefore every course in the system. There are 25 cost model composite rates, which for 2018 range from \$199/SCH (Non-Tiered) to \$471/SCH. The following course example is provided to illustrate the components:

Carpentry Basics is a Tier 1 course offered at 11 of the institutions. For this particular four-credit hour course, the cost model totals \$343/student credit hour:

\$133 Instructor Costs + \$45 Instructional Support Costs + \$50 Institutional Support costs
+ \$115 Extraordinary Costs

The course is four credit hours, so the total course rate would be \$1,372 (\$343 X 4). (How the \$1,372 is financed depends on the type of college and on the student via the Funding Formula.)

Components	Elements	Description
Rates Based on National Data Sources		
<u>Instructor Costs</u>	<ul style="list-style-type: none"> • Direct instructor costs • Tiered rates from CIP codes and cost study 	<p>Program tier rates are based on an annual analysis of direct instructor costs as reported in the Cost and Productivity Study (previously known as the Kansas Study), a national instructor cost study conducted by Johnson County Community College. This study uses the classification of instructional programs (CIP) code to identify direct instructor costs (faculty salaries) for each program. These average costs are then grouped using a typical standard deviation model, creating six tiers. The rate for each tier is based on the average cost per credit hour of the programs in that tier, currently ranging from \$133 (tier 1) to \$261 (tier 6).</p>
<u>Instructional Support Costs</u>	<ul style="list-style-type: none"> • Student and academic support services • Flat Rate 	<p>This category captures costs associated with academic support and student services. The model uses data submitted by Kansas 2-year colleges and 2-year colleges in surrounding states to the Integrated Postsecondary Education Data System (IPEDS) to establish a cost for instructional support. This value is then used to establish a flat instructional support cost (25.10% x instructor costs at Tier 3) for each technical credit hour delivered.</p> <p style="text-align: center;">Instructional Support Percent = $\frac{(\text{Public Service} + \text{Academic Service} + \text{Student Service})}{(\text{Total Operating Expenses} - \text{Auxiliary Enterprises} - \text{Scholarship and Fellowships})}$</p>
<u>Institutional Support Costs</u>	<ul style="list-style-type: none"> • Operation maintenance of physical plant, Administration • Flat Rate 	<p>This category includes costs associated with administration, and operation and maintenance of the physical plant. The model uses data submitted by Kansas 2-year colleges and 2-year colleges in surrounding states to the Integrated Postsecondary Education Data System (IPEDS) to establish a cost for institutional support. This value is then used to establish a flat institutional support cost (28.10% x instructor costs at Tier 3) for each technical credit hour delivered.</p> <p style="text-align: center;">Institutional Support Percent = $\frac{(\text{Institutional Support} + \text{Operation and Maintenance of Plant})}{(\text{Total Operating Expenses} - \text{Auxiliary Enterprises} - \text{Scholarship and Fellowships})}$</p>
Rates Based on Program Expenditure Data at System Level (Kansas Only)		
<u>Extraordinary Costs</u>	<ul style="list-style-type: none"> • Costs for specialized equipment & materials • Level rates from 5-year expenditure data submitted by institutions 	<p>Technical education typically provides intensive, hands-on learning opportunities, often requiring additional supplies, materials and specialized equipment. The “extraordinary” amount is an additional per-credit value assigned to each program, based on the needs of the courses within the program. Since a national data source for extraordinary costs does not exist, in 2008, institutions identified programs with intensive “extraordinary” costs and submitted 5 years of actual expenditure data reflecting these types of expenses. Costs based on these data were grouped into four levels, and are adjusted annually using the Higher Education Price Index (HEPI) percentage increase for rates</p> <p>Credit hour rates fall in four levels ranging from \$0 (no extraordinary costs) to \$115 (Level C high extraordinary costs).</p>

KBOR Composite Rate (Non-Tiered) =
Instructor Rate + Instructional Support + Institutional Support

KBOR Composite Rate (Tiered) =
Instructor Rate + Instructional Support + Institutional Support + Extraordinary Costs

Extraordinary Cost Calculation Methodology

A national data source does not exist for extraordinary cost calculations. A method to calculate extraordinary costs for a single credit hour was developed and approved by the TEA. Extraordinary costs are applied only to the occupationally specific tiered technical courses within individual technical programs. Variances between the current extraordinary cost rates applied to the selected programs and the system cost were calculated using the following methodology:

$$\text{Extraordinary Costs} = \frac{\text{Total 5 year reported expenditures} / \text{annualized tiered credit hours}}{\text{Average number of Concentrators over 5 years}}$$

Total 5-year Reported Expenditures

Total annual expenditure data over five years is submitted directly from institutions for each technical program and based on the data supplied; a total five-year cost is calculated for the system.

Annualized Tiered Credit Hours

Tiered credit hours for each program are documented using program information entered by institutions in the KHEDS data system. Annualized tiered credit hours used for the calculation are derived based on the length of the program using the following matrix:

Educational Award	Credit Hours	Calculation
AAS	60 +	½ of the tiered Credit Hours
CERTC	45-59	Tiered Credit Hours / 1.5
CERTB	30-44	All of the tiered Credit Hours
CERTA	16-29	All of the tiered Credit Hours
SAPP	> 16	All of the tiered Credit Hours

Average Number of Concentrators

Concentrators (students passing at least 12 technical credit hours within their declared technical program major) per program were identified using the K-TIP report for each academic year to find the average number of concentrators for the system.

Recommendation

Board staff recommends maintaining the current methodology for the KBOR Cost Model utilizing the four main components to calculate the cost per credit hour. Since applicable extraordinary costs rates have been updated yearly using the Higher Education Price Index (HEPI) since 2008; staff recommends updating Extraordinary Cost Rates based on the most recent, actual system wide expenditures to ensure extraordinary costs most accurately account for real institutional costs, utilizing the following methodology:

$$\text{Extraordinary Costs} = \frac{\text{Total 5 year reported expenditures}}{\text{Total 5 year reported tiered credit hours delivered}}$$

Perkins V: Strengthening Career and Technical Education for the 21st Century Act

Summary and Staff Recommendation

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). Kansas is submitting a one-year transition plan, due to the U.S. Department of Education, on April 30, 2019. A full four-year state plan will be submitted in the spring of 2020, encompassing program years 2020 – 2024. 3/28/2019

On July 31, 2018, President Trump signed into law the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). It was approved unanimously by both chambers of Congress, reflecting broad bipartisan support for career and technical education (CTE) programs.

Perkins V is dedicated to increasing learner access to high-quality career technical education programs of study. With a focus on systems alignment and program improvement, this law has been critical to ensuring programs meet the ever-changing needs of learners and employers.

Funding supports a variety of activities, including professional development and technical assistance; creation of innovative programs of study; support for continuous improvement of existing programs of study; career exploration; guidance and advisement; data collection and analysis; and program evaluation and monitoring.

Kansas receives approximately \$11.3 million annually, split evenly to support secondary education (KSDE) and postsecondary education (KBOR). Twenty-four community and technical colleges and 268 school districts receive Perkins grant funding for career technical education programs.

The state plan management team, consisting of KBOR and KSDE staff, are continuing to formulate the full Kansas State Plan, which will be submitted to the Kansas Technical Education Authority in January 2020.

Recommendation:

The Perkins V Transition Plan has been reviewed by the Technical Education Authority's Budget and Finance, Marketing and Advocacy, and Program and Curriculum Committees and is recommended for approval.



PERKINS V IMPLEMENTATION NEXT STEPS

2019

- **May** **KANSASWORKS** State Board and KBOR approval of Kansas State Transition Plan
- **April – July** KSDE/KBOR staff draft state plan
- **August** Survey stakeholders
- **September** Incorporate and respond to stakeholder input
- **October** Release state plan for comment and conduct public hearings
- **November** Respond to public comment
Meet with Governor/Governor's Education Council
- **December** Finalize state plan

2020

- **January** Approvals: TEA Committees/TEA/KACCTE
KANSASWORKS State Board
- **February** Approvals: Kansas State Board of Education
Kansas Board of Regents
- **March** Submit to Governor's office for opportunity to sign
Submit to OCTAE

U. S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act

KANSAS STATE PLAN For CAREER TECHNICAL EDUCATION (Transition Plan for Fiscal Year 2019-2020)

Eligible Agency Submitting Plan on Behalf of State: Kansas Board of Regents

Person at, or officially designated by, the eligible agency, identified above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

Name: Blake Flanders, Ph.D.

Official Position Title: President & CEO

Agency: Kansas Board of Regents

Telephone: 785.430.4234 **Email:** bflanders@ksbor.org

Individual serving as the State Director for Career and Technical Education:

Name: Connie Beene

Official Position Title: State Director, Adult & Career Technical Education

Agency: Kansas Board of Regents

Telephone: 785.430.4271 **Email:** cbeene@ksbor.org

By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission;
and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified Above (Printed Name)	Telephone:
Blake Flanders, PhD, President and CEO	(785) 430-4234
Signature of Authorized Representative	Date:

On behalf of the State of Kansas, the Kansas Board of Regents (KBOR) submits the following one-year transition plan to the U.S. Department of Education, Office of Career, Technical and Adult Education to maintain eligibility for federal funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). This plan was written through the collaborative efforts of KBOR and the Kansas Department of Education (KSDE) staff, reviewed and approved by the Kansas Advisory Committee for Career and Technical Education, the Kansas Postsecondary Technical Education Authority, the Kansas State Board of Education, the **KANSASWORKS** State Board and approved by the Kansas Board of Regents on May 15, 2019. KBOR will continue to serve as the sole eligible State agency responsible for Carl D. Perkins funding for the State. A four-year Kansas State Plan for Career Technical Education will be submitted in the spring of 2020, covering FY 2020 – 2024.

B. Program Administration and Implementation

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*

Kansas secondary education has undergone a process to revise education and is now working toward the goal of the “success of each student” via the Kansans Can Initiative. This initiative connects Kindergarten Readiness, Social Emotional Learning (SEL), Individual Plan of Study (IPS), Graduation Rate and Postsecondary Success together through an accreditation model designed to achieve meaningful change in Kansas schools. One of the central goals of this work will be the schools’ effort to redefine and redesign their systems, which includes Career Technical Education (CTE) programs. Kansas secondary CTE Programs (referred to as Pathways) reflect the knowledge and skills identified through the State’s Career Clusters Initiative and the College to Career Transition Initiative.

Kansas secondary education currently offers the following 7 career fields, 16 career clusters and 37 pathways as an organizational tool for the Pathways models for Kansas schools:

- Career Field: **Agriculture**
 Career Cluster: *Agriculture, Food, and Natural Resources*
 Pathways: Agribusiness Systems; Comprehensive Agriculture Science; Animal Science; Biotechnology in Agriculture; Food Products and Processing Systems; Natural Resources & Environmental Systems; Plant Systems; and Power, Structural, and Technical Systems

- Career Field: **Business**
Career Cluster: *Business Management and Administration*
Pathway: Business Management and Entrepreneurship
Career Cluster: *Marketing*
Pathway: Marketing
Career Cluster: *Finance*
Pathway: Business Finance

- Career Field: **Design, Production & Repair**
Career Cluster: *Architecture & Construction*
Pathway: Construction & Design
Career Cluster: *Manufacturing*
Pathway: Manufacturing
Career Cluster: *Engineering*
Pathways: Cartography/Geospatial/Spatial Mathematics (Currently under major revisions); Engineering & Applied Mathematics; Energy; and Aviation Production
Career Cluster: *Transportation*
Pathways: Mobile Equipment Maintenance; and Aviation Maintenance

- Career Field: **Family & Consumer Sciences**
Career Cluster: *Hospitality & Tourism*
Pathways: Restaurant & Event Management; and Travel & Tourism
Career Cluster: *Human Services*
Pathways: Early Childhood Development & Services; Family, Community & Consumer Services; and Fashion, Apparel, Interior Design (FAID)

- Career Field: **Health Science**
Career Cluster: *Health Science*
Pathway: Health Science

- Career Field: **Media & Technology**
Career Cluster: *Arts, A/V Technology and Communications*
Pathways: Digital Media; and Graphic Design
Career Cluster: *Information Technology*
Pathways: Information Support and Services; Network Systems; Programming & Software Development; and Web & Digital Communications

members. Members represent business and industry, the general public, community colleges, technical colleges, the Board of Regents, and state agencies as depicted below.

<u>Appointing Entity</u>	<u>Constituency Representative</u>
Governor (3)	2-general public, 1 business and industry
President of the Senate (1)	1-business and industry
Speaker of the House (1)	1-business and industry
Kansas Board of Regents (4)	2-Regent member/designee, 1-community colleges, 1-technical colleges
Ex officio members (3)	Commissioner of Education, Secretary of Commerce, Secretary of Labor

The TEA has delegated authority from KBOR to coordinate statewide planning for postsecondary technical education including:

- reviewing existing and proposed postsecondary technical education programs and program locations
- making recommendations regarding approval or disapproval of such programs for state funding purposes
- developing benchmarks and accountability indicators for technical education programs
- conducting studies to maximize utilization of resources, to develop strategies and programs for meeting the needs of business and industry
- coordinating development of a seamless system for the delivery of technical education between secondary and postsecondary program levels

Program alignment, an initiative of the TEA, is driven by the needs of business and industry in the state and is used as a tool for program development, ensuring that core courses are standard across like programs statewide. With participation by program advisory committee members from colleges, business leaders are convened by the Kansas Department of Commerce and KBOR to define and map preferred outcomes for occupational categories.

The alignment process has four primary objectives:

- Allow business and industry to identify value-added exit points within programs
- Support student acquisition of nationally recognized third-party industry credentials
- Identify common courses that can serve as a bridge for articulation opportunities with secondary education
- Decrease the variability in program length

Currently, Kansas has twenty-five (25) aligned programs:

- Associate Degree Nurse
- Automation Engineer Technology
- Automotive Collision & Repair
- Automotive Technology
- Carpentry/Construction
- Computer Support Specialist

- Corrections
- Dental Assistant
- Dental Hygiene
- Diesel Technology
- Electrical Technology
- Healthcare Documentation & Transcription Specialist
- HVAC
- Industrial Machine Mechanic
- Machine Technology
- Medical Assistant
- Medical Coding
- Medical Laboratory Technology
- Physical Therapist Assistant
- Police Science
- Practical Nursing
- Radiologic Technology
- Respiratory Therapy
- Surgical Technology
- Welding

The aligned programs will be periodically re-evaluated to stay current with labor market projections, job demand, and any changes in certification or licensure. Depending on the re-evaluation, a program may be selected to go through the alignment process again to ensure it is current. KBOR will identify additional programs for alignment, and conduct annual alignment checks to ensure each program's transferability and how it meets the industry demand and standards. In addition, KBOR will now adapt the program alignment process to fit short term programs, as defined in Perkins V. Local eligible recipients will be required to align their programs if State alignment for that field is in place.

To encourage collaboration between secondary and postsecondary institutions, approved postsecondary career and technical education programs leading to a technical certificate and/or an associate degree will be required to develop, submit for review, and implement a program of study that includes the following elements:

1. alignment and/or articulation of secondary and postsecondary courses
2. coherent, coordinated and non-duplicative sequence of courses with rigorous academic and relevant technical content
3. concurrent and/or dual enrollment courses to allow secondary students the opportunity to earn postsecondary credits
4. opportunities for students to obtain an industry-recognized certificate, postsecondary technical certificate, or an associate degree. Programs of study may also include potential baccalaureate degrees and identify transferability where applicable.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—***
- i. promote continuous improvement in academic achievement and technical skill attainment;***
 - ii. expand access to career and technical education for special populations; and***
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)***

KSDE and KBOR will develop local applications for secondary and postsecondary institutions that ensure continuous improvement in academic and technical skills, warrant access to career and technical education for special populations, and include employability skills in programs of study and career pathways.

In the transition year, each LEA will develop, submit for review, and implement a Pathway application for KSDE approval that will include the following elements:

1. alignment and/or articulation of secondary and postsecondary courses
2. coherent, coordinated and non-duplicative sequence of courses with rigorous and relevant academic and technical content
3. concurrent enrollment courses that allow secondary students the opportunity to earn postsecondary credits, where applicable
4. training that leads to an industry-recognized credential, postsecondary technical certificate, or an associate degree
5. appropriately licensed educators, according to the KSDE Licensed Personnel Guide, teaching courses in the approved Pathway

KSDE will convene a Pathway Review Committee of business and industry, secondary and postsecondary instructors and other stakeholders to review and revise each Pathway every five years in order to align with industry best practices, labor market demand, and postsecondary offerings. LEAs work within the Pathways models to meet the needs of individual students.

In the application for program improvement funds, postsecondary institutions will describe programs, services and/or activities designated to support students in the special population categories that will be carried out by the institution. A review of institutional and program performance on the core indicators, disaggregated based on the special populations categories, is a part of the program review process and will be incorporated into performance negotiation process. In addition, postsecondary leadership funds are designated to support innovative projects focused on the recruitment and retention of nontraditional students in career and technical education programs. Leadership funds will also be used to continue support for services to adults in State correctional facilities.

All postsecondary CTE programs in Kansas are developed at the local level and undergo a rigorous review process before they are approved for funding. The KBOR program approval

application process includes, but is not limited to, the following: program description, state and local demand for the program and occupation, information on duplication of existing programs statewide, faculty qualifications, costs associated with the proposed programs, funding required to implement and sustain the program for three years, and program approval at the institution level. The proposed career technical education program is subject to Board staff review, a 10-day public comment period and review and approval by the TEA and KBOR prior to program launch. Existing programs are periodically reviewed to ensure that they comply with the federal and state requirements and meet workforce demand.

Kansas is devoted to the integration of technical skills and embedded academics, especially reading, writing, mathematics and science. Local recipients will be encouraged to show a sequence of courses that complies with the Kansas Board of Regents Qualified Admissions Requirements as well as the CTE knowledge and skills appropriate for a seamless pathway from secondary to postsecondary education. Programs will be held accountable for core indicator performance. Postsecondary programs will build upon the cluster/pathway models to provide occupationally specific programs that will include both the academic and technical knowledge and skills necessary for success.

KBOR will offer competitive grant opportunities to postsecondary institutions in order to support integrating academics with CTE and tailoring academic lessons to fit the needs of technical professions. CTE and academic faculty will work closely together to develop contextualized curricula and address academic needs specific to the CTE content areas. In addition, academic faculty members will assist in the instruction of CTE courses, thereby not only assisting the student in the content area, but also providing professional development in methods of instruction to the technical faculty members. Some examples of effective programs from past grant cycles are implementation of writing and math labs, providing tutoring services, and encouraging faculty to participate in specialized professional development. A number of colleges in Kansas employ integration specialists and counselors to help their students succeed in both their academic and technical coursework. Several colleges in Kansas are developing technical math and technical writing curricula, tutorials, and online tools for CTE students, which will be implemented during and after the transition year.

The secondary and postsecondary Perkins Reserve Fund will be used to foster innovation through the identification and promotion of promising and proven career and technical education programs to nontraditional students. Local institutions are given the opportunity to develop and implement programs aligned with Kansas' high-skill, high-wage, high-demand occupations and industries.

Furthermore, employability skills are integrated into CTE Pathways through:

- Family and consumer science programs (Section 135 (b) (5)(L) of Perkins V)
- Career and Technical Student Organization (CTSO) experiences. This may include curriculum development, professional development and a focus on personalized learning and inclusion.
- Kansans Can Initiative outcomes which include Social-Emotional Growth. In their local

applications, LEAs will address Character Development, Social Skills Development and Personal Skills Development across all grade levels from pre-K through grade 12. KSDE has created a crosswalk between these skills and employability skills in order to streamline the introduction and reinforcement of these skills throughout the entire school as well as Pathways.

- Common Career Technical Core Career Ready Practices, which increase in complexity across the sequence of CTE courses in the Pathway
- Work-based learning component of the application level course in the Pathway, which utilizes an employability skills rubric

Local program advisory committees, comprised of representatives from business and industry and professional/industry associations, are a requirement for approval of secondary and postsecondary CTE programs. These committees are a key component in ensuring employability of Kansas' CTE students. Advisory committees provide advice and make recommendations regarding program planning, program accreditation, facilities and program equipment, instruction and training experiences, program and course content, and evaluation of program performance at the local level. As part of their final report, local recipients submit advisory committee meeting dates and minutes from committee meetings. Each board is required to meet twice a year and work toward improving employability opportunities for students. In addition, the approval process for new postsecondary CTE program requires the requesting institution to include multiple stakeholders in the planning and development of the proposed new program and to submit appropriate documentation of both student and business and industry demand, minutes of the program advisory committee highlighting the recommendation for the new program, and the minutes of the institutions curriculum committee and governing board approving the new program.

Since employability often depends on access and training with industry-standard equipment, Kansas will continue to provide the appropriate technology and equipment to local postsecondary institutions through both state and federal funding sources. State funding sources such as Capital Outlay, Technical Education Technology and Equipment and Innovative Technology grant dollars are appropriated by the legislature. These state funds are distributed either by a formula or a competitive grant process. Federal Perkins funding will also be available to postsecondary institutions to ensure that CTE programs utilize the most current technology. Postsecondary institutions and LEA's will be permitted to commit up to 50% of the institution's program improvement allocation for new technology/equipment purchases. Postsecondary reserve funds will be made available to eligible local recipients on a competitive basis to support special projects focused on development and/or expansion of CTE programs to address regional or statewide workforce development needs in high skill, high wage, or high demand occupations in critical or emerging industries through a sector-based approach.

One of the most productive ways for the State to assess the efficacy and deficiencies of CTE programs is monitoring. Secondary and postsecondary CTE programs are assessed by KSDE and KBOR staff as part of the ongoing quality assurance process. The Perkins Monitoring Review process is designed to:

- Ensure that equal education opportunities are provided to all students, including special populations with full opportunity to participate in programs, activities, job opportunities and services
- Monitor the use of federal and state funds, thereby assuring compliance with legislation
- Review and verify accurate data collection and reporting which will result in consistent state-wide data to be used for Core Indicators of Performance
- Provide technical assistance in the development, implementation and improvement of CTE programs and related activities
- Identify exemplary practices and share this information state-wide
- Analyze, identify, and change policies and activities that impede the achievement of the above goals

The Perkins monitoring review process at the secondary level will be conducted in one of two methods: Desk Audit Only or Desk Audit and On-site Visit. A risk assessment will be made of all the grantees based on outcomes, student data, progress reports, final reports, need, core indicators of performance and connection to pathways to identify those who may need assistance and support from KSDE.

At the postsecondary level, local recipients will be monitored for quality assurance utilizing a rubric which identifies factors that may place an institution/program at risk. Throughout the year, the document will be updated to reflect various changes at an institution (e.g. programmatic issues, financial considerations, staff changes, etc.) This assessment will be subsequently used to determine monitoring for the following year. The KBOR team will discuss and determine the optimal path to assist the institution in correcting any programmatic, fiscal or data related issues.

During a postsecondary on-site Program Review the institution will complete a self-evaluation for the institution, and for every program. The self-evaluation process ties the Core Indicator performance to the program for an analysis and an in-depth study of how the program is achieving or not achieving an acceptable level of performance. If the institution is found lacking, they self-describe recommended improvement strategies. The evaluation is usually completed by the primary program faculty and then reviewed by the Vice President of Academic Affairs, Dean of Academics, or Dean of Workforce or Technical Programs at the institution. The self-evaluation documents are then provided to the State CTE staff for review. After the State CTE staff reviews the self-evaluation documents, an on-site review is scheduled with the institution. During the on-site review, State CTE staff visit with program faculty about their self-evaluations, conduct a meeting with the institution's president and officers, as well as a meeting with all faculty and staff, and review each program site while checking for state-issued equipment tags. A Program Review allows state CTE staff to achieve a first-hand understanding of Perkins CTE programs and facilitates the institution in conducting an in-depth review of their programs.

- c. Describe how the eligible agency will—*
- i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and*

guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Information on secondary and postsecondary education programs will be disseminated through a variety of means. The main sources of information about programs, guidance and advisement for students, including special populations, parents, representatives of secondary and postsecondary education, and community stakeholders are KSDE and KBOR websites.

The KSDE website contains pertinent CTE program information including, but not limited to:

- Career Clusters and Pathways
- Articulation Agreements
- Advisory Committees
- Business/Industry Partnerships
- Career & Technical Student Organizations (CTSO's)
- Career Cluster Guidance Handbook
- Carl D. Perkins Resources
- CTE Achievements & Recognition
- CTE Assessments/ Skill Validation
- CTE Fact Sheets
- CTE Policies
- Guidelines and Resources
- Pathway guidance
- Postsecondary Partnerships
- Work Based Learning Resources
- Excel in CTE Initiative
- IPS Resources
- Employment Outlook Chart
- Dual and Concurrent Enrollment

The KBOR website provides information on:

- Programs
- Program Alignment
- Strategic Plans for Education and CTE
- K-TIP Report
- Innovative Technology Initiatives
- Adult Education Opportunities
- Course Transfer
- Articulation Information for military credit, transferability, etc.
- TEA Information
- Perkins Guidance Handbook

- Perkins Local Application and Reporting Forms
- Non-traditional Student Participation Grant Information and Application
- Integrating Academics Grant Information and Application
- Other pertinent CTE Resources

KSDE and KBOR will also utilize additional means for dissemination of information. For instance, KSDE will provide technical assistance to LEAs regarding the implementation of CTE Pathways and the Individual Plan of Study (IPS). The IPS platform provides all resources in English, French and Spanish at the user's discretion. This facilitates a better understanding of the materials for those students and parents with language barriers. KSDE will utilize CTE Listservs, and stakeholders will be able to register for updates. KBOR will promote programs of study at KBOR conferences and during update calls and conference sessions. Eligible recipients will be asked to share their ideas and best practices. This method of peer-learning has been widely implemented in the recent years among postsecondary institutions and has received vast approval and requests for more such opportunities.

KSDE, KBOR, the Kansas Department of Commerce and the Kansas Department of Labor created a website called kscareernav.gov (Kansas Career Navigator) that connects the labor needs of the state to the secondary and postsecondary CTE programs and pathways in Kansas. This interactive website provides wage, employment and educational resources to any end user by region, county or school district. This invaluable tool will be made available to the public through the agencies' websites.

Additionally, KBOR developed KSDegreeStats.org, an interactive online tool which reviews comprehensive cost and earnings data from actual graduates for each postsecondary degree program offered at a public university or college in Kansas. By using this website, parents, business & industry partners and other stakeholders can also find wage information and see calculated 'loan repayment' and 'total degree investment' estimates for graduates of the selected degree program. This online tool links directly to the Individual Plans of Study that all K-12 students develop to assist them in their education and career pathway.

The state agencies will make all of the aforementioned resources available for use and further promotion by the eligible recipients. Because of their closer ties to the local communities, local recipients will even more effectively utilize their websites and other social media to reach the stakeholders in the state, including special populations. Local recipients are encouraged to tailor these resources in the most effective manner and language for their demographics.

- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)***

Secondary students can take advantage of statewide or local articulated credit options. Local and statewide articulation agreements established between a university, community college, or

technical college, and KSDE or the local secondary education agency, provide credit-earning opportunities, and, in some cases, free tuition and/or scholarships. The agreement will clearly delineate the benefits available to secondary students who complete the specified requirements within the secondary CTE program. Articulation agreements are cooperatively developed and serve as a contract between the secondary school and an appropriate postsecondary educational institution. The agreement clearly delineates the benefits available to secondary students who complete a specific course or courses or who complete the secondary CTE program. This document must be reviewed and signed annually by the lead administrators of both the secondary and postsecondary institutions. Workshops are conducted for CTE personnel at both secondary and postsecondary institutions to provide training on the process of developing articulation agreements.

KSDE supports eligible recipients in the development and implementation of articulation agreements in the following ways:

- Identification of essential elements and criteria for articulation agreements to be used locally and statewide
 - Providing a universal course identification system in order to identify the courses in the articulation agreement by course code
 - Providing technical assistance to schools in establishing local articulation agreements
 - Providing resources for the development of articulation agreements. The KSDE website houses materials developed to assist institutions in developing local articulation agreements
 - Working with postsecondary schools to create statewide articulation agreements between any Kansas high school student who meets the requirements of the agreement and the postsecondary educational institution
- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135 (b) of Perkins V.*

Size:

As Kansas transitions to the new State Plan, program size will be defined to reflect an appropriate number of students in order to be effective and meet local business and industry demand as determined by the local needs assessment. The program size will account for physical parameters and limitations of the program.

Scope:

As specified in K.S.A. 71-1802, CTE programs must:

- be designed to prepare individuals for gainful employment in current or emerging technical occupations requiring other than a baccalaureate or advanced degree

- lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree
- be delivered by an eligible institution

In addition, CTE State approved programs of study relate to high-skill, high-wage, or in-demand careers aligned with the economic and workforce development needs in the State or region by:

- Linking programs across learning levels through articulation agreements, dual credit opportunities, aligned curriculum, etc.
- Aligning programs with business and industry needs and local economic indicators
- Providing multiple entry and exit points to programs of study
- Emphasizing development of essential workplace skills through applied academics
- Providing workplace learning opportunities to all students, including special populations

Quality:

Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within their program of study.

KSDE has established the following secondary quality measures for CTE programs:

- Eligible recipients reach local targets based on State and federal Core Indicators of Performance.
- Local recipients use local labor market data to identify CTE Pathways' alignment to projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE Pathways.
- CTE Pathways are reviewed based on advisory council's input and local business and industry projections.
- CTE Pathways include at least one articulation agreement and industry credentialing, where appropriate.
- All students are provided with equitable access to CTE programs of study via IPS implementation.
- Equipment and technology encourage student attainment of relevant, rigorous technical skills.

KBOR has established the following postsecondary quality measures for CTE programs:

- Eligible recipients negotiate local targets based on State and federal Core Indicators of Performance.
- Local recipients demonstrate the need for CTE programs by presenting labor market data and economic development projections that indicate current or projected employment demand.
- Professional development is provided to faculty and staff to enhance student learning and ensure the implementation of high-quality CTE programs.

- CTE programs of study are systematically reviewed based on advisory council’s input and local business and industry projections.
- CTE programs participate in program alignment and provide industry credentialing.
- All students are provided with equitable access to CTE programs of study.

3. Meeting the Needs of Special Populations

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*
- i. will be provided with equal access to activities assisted under this Act;*

Kansas has demonstrated a long-standing commitment to equity and ensuring that members of special populations are provided equal access to programs. Meeting the needs of special populations will continue to be a focus during and beyond the transition year. KSDE, KBOR and key stakeholders will identify and recommend how best to further support strategies and activities to adequately address the needs of special populations by:

- Facilitating the examination of data to determine status of program access
- Discussion and identification of strategies that will ensure equitable access and participation to all persons, including special populations
- Reviewing policies regarding transitions for special populations from secondary to postsecondary education
- Offering professional development opportunities to faculty and staff who provide services to special populations
- Continuing to provide funding for all students to take the ACT Work Keys and ACT free of charge. This encourages students to explore postsecondary opportunities related to their interest areas and could inspire a student in a special population toward an opportunity previously not considered.
- Development of appropriate linkages and partnerships with social service, workforce development agencies, and community-based organizations to provide appropriate services for special populations

To effectively serve special populations in Kansas, prior to the beginning of each school year, secondary and postsecondary eligible recipients will continue to advise students, parents, employees and the general public that all CTE opportunities will be offered regardless of race, color, national origin, sex, disability, or member if a special population status. This notice will be publicly available and posted on the recipients’ websites and public materials. The following information is required to be publicly available: a brief summary of program offerings and admission criteria and the name and/or title, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504. The notice also will be disseminated in the language of any national origin minority community in the service area. Annual notice lists coordinators of Section 504/ADA and Title IX with their name and/or title, address, and phone number. To ensure compliance, KBOR staff will check postsecondary

recipients’ websites and catalogues against programs and courses reported by the institutions in the Kansas Higher Education Data System (KHEDS).

Kansas is a national leader in an initiative called Accelerating Opportunity: Kansas (AO-K) which was originally funded by Jobs for the Future. AO-K is a career pathways program model that assists students in obtaining a high school equivalency credential, preparing them to succeed in transferable college-level courses and earning an industry-recognized credential. Career pathways must be a minimum of 12 college credit hours, 25 percent of which must include co-taught basic skills instruction contextualized to the career pathway content. Tuition funds for students enrolled in AO-K pathways is currently supported by the Kansas Legislature. As a part of the AO-K model, students are provided a host of support services including career navigation, advising, academic support, etc. To maintain tuition benefits, students must be co-enrolled in a postsecondary CTE program, and a Kansas adult education program thus receiving academic instruction and support. Through this initiative, many special population students are able to realize success in the form of a high school equivalency credential, CTE college coursework, and an industry-recognized credential.

In 2012, the Kansas Legislature funded Excel in CTE, which pays the tuition for secondary students to earn college credit in CTE courses and students in the AO-K program. Also included are funds for transportation when needed, and up to a \$1000 incentive to the school district when a student earns a credential that leads to a high-skill, high-wage, in-demand career. In 2018, the Kansas Legislature appropriated over \$27 million to fund this initiative, and in 2019 that amount goes to over \$28 million dollars.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Participating Headcount	3,870	6,101	8,440	10,275	10,023	10,600	11,690
College Credit Hours Generated	28,161	44,087	62,195	76,756	79,488	85,150	92,092
Credentials Earned	548	711	1,419	1,682	1,224	1,459	1,420

This support breaks down the barriers of cost and transportation in securing access to learning advanced technical skills. The nature of CTE coursework provides personalized, hands-on learning opportunities for all students and this allows for significant adjustment for special populations based on identified needs.

- ii. will not be discriminated against on the basis of status as a member of a special population;*

To ensure nondiscrimination on the basis of status as a member of a special population, during and after the transition year, KSDE and KBOR will collaborate and facilitate stakeholder efforts to adequately address the needs of special populations by:

- Providing oversight for schools and colleges, deliver technical assistance, and continue to monitor institutions to ensure compliance with Title VI, Title IX and section 504-ADA and Perkins V
- Working closely with special populations staff at the schools and colleges to provide professional development related to the findings of the comprehensive Local Needs Assessment and best practices in implementation of nondiscrimination strategies.
- Ensuring that policies and procedures are in place to ensure nondiscrimination in all programs, services and activities offered
- Conducting desk audits and on-site reviews to ensure nondiscrimination in recruitment and retention strategies

iv. will be provided with appropriate accommodations.

The State will also identify and recommend how to further support strategies and activities that adequately address accommodations for special populations by:

- Providing professional development opportunities for faculty, counselors, and administrators to improve instruction for special populations
- Providing technical assistance in designing and implementing programs that will enable special population students to meet or exceed state core indicators of performance
- Disseminating research-based instructional materials
- Collaborating with other state agencies to provide appropriate support services

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- each eligible recipient will promote academic achievement;*
- each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*
- each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)*

Eligible secondary recipients will submit an annual electronic application that includes information gathered from the previous year's Pathways system. In the secondary Local Application for Program Improvement Funds, recipients will describe the activities that will occur during the appropriate fiscal year and funding requested to improve CTE programs. Activities must address the required uses of local funds as specified in Perkins V. A team of reviewers will assess the applications using a rubric of established criteria. Kansas State Department of Education (KSDE) Career and Technical Education (CTE) Technical Assistance staff will conduct a final review and request any necessary revisions to the application. This process is in place to ensure that requests in the application promote continuous improvement of academic achievement and technical skill attainment and includes a focus on emerging

occupational opportunities discovered through the local needs assessment. The application must be aligned with the Pathway Improvement Plans developed by the Pathway advisory committees.

Additional activities that support the established criteria will include, but not be restricted to:

- Development and dissemination of policies and procedures for eligible recipients to reference as they plan
- Providing progressive technical assistance to all eligible recipients
- Providing training to eligible recipients concerning the procedures for auditing, monitoring and assessing the eligible recipients

During the FY 2019 transition year, KSDE & KBOR will update and enhance their respective applications for Perkins funds which will directly correlate with the institutional needs assessment and be used to allocate funds on July 1, 2020. Eligible recipients will complete and submit for review the application being cognizant of the information gathered through the needs assessment. State staff will assess the applications using a rubric of established criteria, and request revisions to the application as needed. The overall purpose of this process is to ensure that requests found in the application promote continuous improvement of academic achievement and technical skill attainment, ensure equal access for special populations and focus on emerging occupational opportunities. Additional activities that will support the established criteria will include, but not be restricted to:

- Disseminate Perkins V policies and procedures and provide technical assistance for eligible recipients to reference as they plan
- Provide training to State staff and the eligible recipients as to the procedures for auditing, monitoring and assessing the eligible recipients

Eligible postsecondary institutions must deliver approved career and technical education programs, offer appropriate courses for at least one career technical education program of study, meet or exceed the minimum allocation threshold based on the proportion of career and technical education students receiving Pell Grants and BIA assistance, and submit and receive approval for a Local Application for Program Improvement Funds. In addition, eligible recipients must provide the required assurances and submit required data elements to determine performance levels for each of the core indicators. Staff from the KBOR Workforce Development unit will review the institutional plans and application for program improvement funds, while determining correlation to the needs assessment.

Each institution must describe, in the Institutional Plan for Career and Technical Education, their overall plan for delivering career technical education including the institution's vision for career technical education, an explanation of how career technical education fits within the institution's mission, how programs delivered fit within the Kansas career clusters and Pathways framework, how programmatic decisions are made and how the institution will address each of the required elements for local plans. In the Local Application for Program Improvement Funds, institutions will describe the activities that will occur and funding requested to improve career and technical education programs including activities addressing first the required uses of local funds and then any permissive funded activities as specified in the Perkins V, relating all to the institutional

needs assessment. Eligible school districts and postsecondary institutions will identify how the activity directly correlates to the local needs assessment. Institutional and program performance on each of the core indicators will be evaluated annually with the expectation of continuous improvement.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**

Kansas has a continuing vision for a seamless education system whereby students of all ages are able to access higher education and/or career opportunities at any level. As a result, Kansas has elected to continue its historic 50%/50% distribution of Perkins funds between secondary and postsecondary. This distribution methodology ensures adequate support for quality secondary and postsecondary CTE programs and access to equal amounts of funding for institutions at both the secondary and postsecondary levels leading to stronger and more consistent academic and career and technical educational linkage throughout the state.

Secondary Distribution Formula

- Thirty percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year, as determined on the basis of the most recent satisfactory—
 - (A) data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under title I of the Elementary and Secondary Education Act of 1965; or
 - (B) student membership data collected by the National Center for Education Statistics through the Common Core of Data survey system.
- Seventy percent shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17, inclusive, who reside in the school district served by such local educational agency and are from families below the poverty level for the preceding fiscal year, as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for such preceding fiscal year.
- Each eligible agency, in making the allocations under paragraphs (1) and (2), shall adjust

- the data used to make the allocations to—
- (A) reflect any change in school district boundaries that may have occurred since the data were collected; and
 - (B) include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education.

Postsecondary Distribution Formula

The amount distributed to each postsecondary institution is based upon the Annual Full Time Equivalent (FTE) Pell Grant count for the previous academic year. KBOR staff will identify the number of CTE Pell grant recipients using the Kansas Postsecondary Database (KSPSD). This data is designed to support the informed decision-making capabilities desired by KBOR through the collection, analysis and reporting of postsecondary education data in Kansas.

The formula for local allocation is as follows:

$$\text{Local \% of Allocation} = \text{Institutional FTE Pell Count} / \text{Total State FTE Pell Count}^*$$

*The Institutional FTE Pell Count is determined by:

- Identifying the number of concentrators in Perkins approved programs as reported in the institution's annual KSPSD submission.
- Determining the number of semesters in the academic year for which the concentrator received a Pell grant and totaling only the credit hours the student attempted in those semesters.
- This total number of credit hours is then divided by 30 to determine the student's enrollment level for the year (e.g. full time, $\frac{3}{4}$ time, $\frac{1}{2}$ time). Full time is considered 30 or more hours; $\frac{3}{4}$ time is considered at least 22 hours but less than 30 hours; $\frac{1}{2}$ time is considered at least 15 hours but less than 22 hours, and $\frac{1}{4}$ time is 8 to 14 hours.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

A secondary LEA will not receive an individual allocation unless the amount allocated is greater than \$15,000. A postsecondary institution will not receive an allocation unless the amount allocated is greater than \$50,000. Institutions not meeting the minimum allocation threshold may enter into a consortium with eligible institutions for the purposes of meeting the minimum allocation requirement.

Consortia members are required to sign a "Transfer of Funds" form. This form identifies the authorized administrator receiving the funds and the authorized administrator relinquishing the

funds to the consortia. The transfer of funds becomes a single category and no one postsecondary institution or school district receives their initial allocation in return. Funds available for consortia members are used to support activities beneficial to all members as outlined in the approved application. In Kansas, secondary school districts may consort regardless of whether they are above or below the \$15,000 minimum allocation. Each consortium agreement is reviewed and approved by State staff on a case-by-case basis to ensure equitable funding to support mutually beneficial programs and services to institutions and students within the service areas.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

The following chart depicts the secondary allocation distribution for 2019 based on the secondary share of the FY 2019 State allocation:

LEA #	District/ School	FINAL FY 2019 Perkins Allocation
202	<i>Turner-KC</i>	\$40,983
229	<i>Blue Valley-Stanley</i>	\$87,940
231	<i>Gardner</i>	\$25,673
232	<i>De Soto</i>	\$28,016
233	<i>Olathe</i>	\$148,579
234	<i>Fort Scott</i>	\$25,675
250	<i>Pittsburg</i>	\$40,141
253	<i>Emporia</i>	\$37,281
259	<i>Wichita</i>	\$683,309
260	<i>Derby</i>	\$53,109
261	<i>Haysville</i>	\$39,728
262	<i>Valley Center</i>	\$17,880
265	<i>Goddard</i>	\$28,388
266	<i>Maize</i>	\$42,949
290	<i>Ottawa</i>	\$23,674
305	<i>Salina</i>	\$70,815
345	<i>Seaman</i>	\$21,897
373	<i>Newton</i>	\$30,828
383	<i>Manhattan</i>	\$44,805
402	<i>Augusta</i>	\$15,525
409	<i>Atchison</i>	\$20,252
413	<i>Chanute</i>	\$19,215

428	<i>Great Bend</i>	\$33,676
437	<i>Auburn-Washburn</i>	\$33,766
443	<i>Dodge City</i>	\$61,348
445	<i>Coffeyville</i>	\$23,291
446	<i>Independence</i>	\$24,512
450	<i>Shawnee Heights</i>	\$23,302
453	<i>Leavenworth</i>	\$45,558
457	<i>Garden City</i>	\$72,995
465	<i>Winfield</i>	\$19,921
470	<i>Arkansas City High</i>	\$31,281
475	<i>Geary County</i>	\$77,899
480	<i>Liberal</i>	\$44,463
489	<i>Hays</i>	\$26,473
497	<i>Lawrence</i>	\$87,371
500	<i>Kansas City</i>	\$311,059
501	<i>Topeka</i>	\$165,764
503	<i>Parsons</i>	\$20,508
506	<i>Labette County</i>	\$16,211
512	<i>Shawnee Mission</i>	\$180,016
203	<i>Piper-KC</i>	\$11,697
204	<i>Bonner Springs</i>	\$19,892
469	<i>Lansing</i>	\$13,357
103	<i>Cheylin</i>	\$2,089
105	<i>Rawlins County</i>	\$2,788
274	<i>Oakley</i>	\$3,248
294	<i>Oberlin</i>	\$4,500
297	<i>St Francis</i>	\$2,081
314	<i>Brewster</i>	\$881
315	<i>Colby</i>	\$6,646
316	<i>Golden Plains</i>	\$893
352	<i>Goodland</i>	\$9,659
106	<i>Western Plains</i>	\$1,631
112	<i>Central Plains</i>	\$4,291
205	<i>Blue Stem</i>	\$4,558
254	<i>Barber Co. N.-Medicine Lodge</i>	\$4,683
255	<i>South Barber</i>	\$2,092
267	<i>Renwick</i>	\$11,299
268	<i>Cheney</i>	\$4,037
331	<i>Kingman</i>	\$9,598
332	<i>Cunningham</i>	\$1,395
347	<i>Kinsley-Offerle</i>	\$2,766
349	<i>Stafford</i>	\$2,903
350	<i>St. John-Hudson</i>	\$2,702
351	<i>Macksville</i>	\$2,426
355	<i>Ellinwood</i>	\$3,476

361	<i>Chaparral</i>	\$9,168
369	<i>Burrton</i>	\$1,758
376	<i>Sterling</i>	\$3,950
382	<i>Pratt</i>	\$11,663
398	<i>Peabody-Burns</i>	\$2,848
400	<i>Smoky Valley</i>	\$5,012
401	<i>Chase-Raymond</i>	\$2,056
403	<i>Otis-Bison</i>	\$1,555
405	<i>Lyons</i>	\$6,095
408	<i>Marion</i>	\$4,987
410	<i>Durham/Hillsboro</i>	\$3,923
411	<i>Goessel</i>	\$1,518
419	<i>Canton- Galva</i>	\$2,457
423	<i>Moundridge</i>	\$3,271
438	<i>Skyline</i>	\$2,045
439	<i>Sedgwick</i>	\$2,340
440	<i>Halstead</i>	\$7,129
444	<i>Little River</i>	\$2,564
448	<i>Inman</i>	\$3,165
101	<i>Erie</i>	\$8,654
111	<i>Doniphan West</i>	\$2,659
114	<i>Riverside</i>	\$5,494
230	<i>Spring Hill</i>	\$10,107
235	<i>Uniontown</i>	\$5,604
243	<i>Lebo</i>	\$3,401
244	<i>Burlington</i>	\$4,803
245	<i>Leroy-Gridley</i>	\$1,480
247	<i>Cherokee</i>	\$8,261
248	<i>Girard</i>	\$11,359
249	<i>Frontenac</i>	\$5,964
251	<i>North Lyons</i>	\$4,422
252	<i>Southern Lyon Co</i>	\$3,834
256	<i>Marmaton Valley</i>	\$2,828
257	<i>Iola</i>	\$15,961
258	<i>Humboldt</i>	\$4,131
282	<i>West Elk</i>	\$3,308
283	<i>Elk Valley</i>	\$2,096
284	<i>Chase County</i>	\$3,343
286	<i>Chautauqua</i>	\$3,705
287	<i>West Franklin</i>	\$5,942
288	<i>Central Heights</i>	\$4,430
289	<i>Wellsville</i>	\$4,809
306	<i>Southeast of Saline</i>	\$3,369
320	<i>Wamego</i>	\$9,307
321	<i>Kaw Valley</i>	\$14,110
322	<i>Onaga-Havensville-Wheaton</i>	\$2,851

329	<i>Mill Creek Valley</i>	\$3,515
330	<i>Wabaunsee East (Mission Valley)</i>	\$3,240
335	<i>North Jackson</i>	\$2,643
336	<i>Holton</i>	\$7,444
337	<i>Royal Valley</i>	\$5,248
338	<i>Valley Falls</i>	\$2,608
339	<i>Jefferson Cty North</i>	\$2,532
340	<i>Jefferson West</i>	\$5,284
341	<i>Oskaloosa</i>	\$4,924
342	<i>McLouth</i>	\$4,208
343	<i>Perry</i>	\$6,836
344	<i>Pleasanton</i>	\$4,027
346	<i>Jayhawk</i>	\$5,850
348	<i>Baldwin City</i>	\$9,991
362	<i>Prairie View</i>	\$9,025
365	<i>Garnett</i>	\$10,435
366	<i>Woodson</i>	\$4,912
372	<i>Silver Lake</i>	\$3,140
377	<i>Atchison Co.-Effingham</i>	\$5,684
384	<i>Blue Valley</i>	\$1,491
386	<i>Madison</i>	\$2,701
387	<i>Altoona-Midway</i>	\$2,323
389	<i>Eureka</i>	\$6,305
393	<i>Soloman</i>	\$2,558
397	<i>Centre-Lost Springs</i>	\$2,752
404	<i>Riverton</i>	\$6,087
415	<i>Hiawatha</i>	\$8,894
417	<i>Morris County</i>	\$6,862
420	<i>Osage City</i>	\$6,840
421	<i>Lyndon</i>	\$3,443
429	<i>Troy</i>	\$2,262
430	<i>South Brown</i>	\$7,908
436	<i>Caney Valley</i>	\$6,466
447	<i>Cherryvale</i>	\$8,712
449	<i>Easton</i>	\$3,275
454	<i>Burlingame</i>	\$2,578
456	<i>Marais Des Cygnes</i>	\$2,440
458	<i>Basehor-Linwood</i>	\$9,589
461	<i>Neodesha</i>	\$6,462
462	<i>Central (Burden)</i>	\$3,824
464	<i>Tonganoxie</i>	\$11,084
479	<i>Crest</i>	\$2,254
484	<i>Fredonia</i>	\$8,814
491	<i>Eudora</i>	\$10,226
493	<i>Columbus</i>	\$12,320

499	<i>Galena</i>	\$6,928
504	<i>Oswego</i>	\$4,076
505	<i>Chetopa</i>	\$5,923
508	<i>Baxter Springs</i>	\$11,533
367	<i>Osawatomie</i>	\$11,286
368	<i>Paola</i>	\$12,512
416	<i>Louisburg</i>	\$8,616
263	<i>Mulvane</i>	\$12,321
353	<i>Wellington</i>	\$17,717
113	<i>Prairie Hills</i>	\$9,471
115	<i>Nemaha Central</i>	\$4,530
323	<i>Rock Creek</i>	\$5,426
364	<i>Marysville</i>	\$6,843
380	<i>Vermillion</i>	\$3,362
498	<i>Valley Heights</i>	\$3,269
206	<i>Remington/Whitewater</i>	\$5,156
264	<i>Clearwater</i>	\$9,599
356	<i>Conway Springs</i>	\$5,016
357	<i>Belle Plaine</i>	\$3,946
358	<i>Oxford</i>	\$1,974
359	<i>Argonia</i>	\$1,186
360	<i>Caldwell</i>	\$2,831
375	<i>Circle</i>	\$11,264
385	<i>Andover</i>	\$27,497
394	<i>Rose Hill</i>	\$9,520
396	<i>Douglass</i>	\$3,945
463	<i>Udall</i>	\$2,570
490	<i>El Dorado</i>	\$21,788
492	<i>Flinthills-Rosalia</i>	\$1,884
509	<i>South Haven</i>	\$1,210
308	<i>Hutchinson</i>	\$55,831
309	<i>Nickerson</i>	\$10,860
310	<i>Fairfield</i>	\$3,906
311	<i>Pretty Prairie</i>	\$2,644
312	<i>Haven</i>	\$10,011
313	<i>Buhler</i>	\$17,704
107	<i>Rock Hills</i>	\$3,939
108	<i>Washington County</i>	\$2,962
109	<i>Republic County</i>	\$5,039
110	<i>Thunder Ridge</i>	\$2,012
208	<i>Wakeeny</i>	\$3,009
211	<i>Norton</i>	\$5,809
212	<i>Northern Valley</i>	\$1,566
223	<i>Barnes</i>	\$3,333
224	<i>Clifton-Clyde</i>	\$2,395
237	<i>Smith Center</i>	\$3,875

239	<i>North Ottawa</i>	\$4,600
240	<i>Twin Valley</i>	\$3,531
269	<i>Palco</i>	\$1,069
270	<i>Plainville</i>	\$3,050
271	<i>Stockton</i>	\$2,388
272	<i>Waconda</i>	\$3,373
273	<i>Beloit</i>	\$7,206
281	<i>Hill City</i>	\$3,230
292	<i>Wheatland</i>	\$1,642
293	<i>Quinter</i>	\$2,114
298	<i>Lincoln</i>	\$3,676
299	<i>Sylvan Grove</i>	\$2,297
307	<i>Ell-Saline</i>	\$1,849
325	<i>Phillipsburg</i>	\$4,890
326	<i>Logan</i>	\$1,724
327	<i>Ellsworth</i>	\$3,585
333	<i>Concordia</i>	\$8,866
334	<i>Southern Cloud</i>	\$2,687
378	<i>Riley County</i>	\$5,364
379	<i>Clay Center</i>	\$11,706
388	<i>Ellis</i>	\$3,323
392	<i>Osborne</i>	\$3,299
395	<i>LaCrosse</i>	\$3,313
399	<i>Paradise</i>	\$1,366
407	<i>Russell Co.</i>	\$9,066
412	<i>Hoxie</i>	\$3,268
418	<i>McPherson</i>	\$15,909
426	<i>Pike Valley</i>	\$1,576
431	<i>Hoisington</i>	\$6,034
432	<i>Victoria</i>	\$1,742
435	<i>Abilene</i>	\$11,678
460	<i>Hesston</i>	\$4,018
473	<i>Chapman</i>	\$8,429
481	<i>Rural Vista</i>	\$3,661
487	<i>Herington</i>	\$5,041
495	<i>Ft. Larned</i>	\$7,176
102	<i>Cimarron</i>	\$4,911
200	<i>Greeley County</i>	\$2,271
210	<i>Hugoton</i>	\$8,434
214	<i>Ulysses</i>	\$16,898
215	<i>Lakin</i>	\$4,645
216	<i>Deerfield</i>	\$2,822
217	<i>Rolla</i>	\$2,208
218	<i>Elkhart</i>	\$2,660
220	<i>Ashland</i>	\$1,724
226	<i>Meade</i>	\$2,708

227	<i>Jetmore</i>	\$1,478
300	<i>Comanche County</i>	\$2,774
303	<i>Ness City</i>	\$2,088
363	<i>Holcomb</i>	\$6,676
371	<i>Montezuma</i>	\$1,751
374	<i>Sublette</i>	\$2,925
381	<i>Spearville</i>	\$1,175
452	<i>Stanton County</i>	\$3,595
459	<i>Bucklin</i>	\$1,834
466	<i>Scott County</i>	\$6,528
467	<i>Leoti</i>	\$3,954
482	<i>Dighton</i>	\$1,213
483	<i>Kismet-Plains</i>	\$5,320
494	<i>Syracuse</i>	\$5,370
507	<i>Satanta</i>	\$3,492
225	<i>Fowler</i>	\$1,010
242	<i>Weskan</i>	\$391
Total USD's	267	\$ 4,102,110

4. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The following chart depicts the postsecondary allocation distribution for the postsecondary share of the FY 2019 State allocation:

Allen Community College	\$ 10,997
Barton Community College	\$ 68,388
Butler Community College	\$ 222,346
Cloud County Community College	\$ 51,205
Coffeyville Community College	\$ 92,787
Colby Community College	\$ 83,509
Cowley Community College	\$ 22,681
Dodge City Community College	\$ 97,255
Flint Hills Technical College	\$ 181,451
Fort Scott Community College	\$ 89,351
Garden City Community College	\$ 71,481
Highland Community College	\$ 90,725
Hutchinson Community College	\$ 318,913
Independence Community College	\$ 22,681
Johnson County Community College	\$ 385,583
Kansas City Kansas Community College	\$ 410,670
Labette Community College	\$ 84,540
Manhattan Area Technical College	\$ 140,899
Neosho County Community College	\$ 125,778
North Central Kansas Technical College	\$ 268,739
Northwest Kansas Technical College	\$ 187,636
Pratt Community College	\$ 72,168
Salina Area Technical College	\$ 107,908
Seward County Community College	\$ 125,435
Washburn Institute of Technology	\$ 232,655
Washburn University	\$ 69,075
Wichita State University Campus of Applied Sciences and Technology	\$ 466,342

5. *Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)*

The secondary allocations are adjusted to reflect changes of school district boundaries by adjusting the newly consolidated districts' allotments in proportion to the old districts' Census data. The charter school law in Kansas requires that all charter schools fall under existing unified school districts' jurisdiction. There are no BIE schools/districts in Kansas with approved CTE Pathways.

6. *If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—*

- a. *include a proposal for such an alternative formula; and*
- b. *describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)*

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

N/A

7. *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—*

- a. *include a proposal for such an alternative formula; and*
- b. *describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)*

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

N/A

8. *Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)*

Federal regulations require the maintenance of effort of state expenditures toward secondary and postsecondary career technical education. The base requirement is that the State’s expenditures, per student or in aggregate, from State sources for career and technical education programs for the preceding year equaled or exceeded such expenditures from State sources in the second preceding year. Historically, Kansas has calculated maintenance of effort based on aggregate expenditures of state resources which support CTE activities within a state fiscal year.

Section 211(b)(1)(D) of Perkins V allows the State to establish a baseline for the first full fiscal year following the date of enactment of Perkins V (PY2020) by either continuing the 2018 level (second preceding fiscal year), or to re-set the baseline at 95% of the current (2019) funding level. The State chooses to establish the maintenance of effort baseline at the continuing level. Based on current projections, the 2020 MOE baseline will be maintained at the level of \$120,278,298.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

a. Statutory Assurances

X The eligible agency assures that:

1. It made the State plan publicly available for public comment¹ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and nontraditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and

¹ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

performance in career and technical education programs. (section 122(d)(13)(E) of Perkins V)

4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

b. EDGAR Certifications

X By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

c. Other Forms

X The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

State Name: **Kansas**
 Fiscal Year (FY): **2019**

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$11,351,493
2	State Administration	5%	\$567,574
3	State Leadership	10%	\$1,135,149
4	• Individuals in State Institutions	1%	\$113,514
4a	– Correctional Institutions	Not required	
4b	– Juvenile Justice Facilities	Not required	
4c	– Institutions that Serve Individuals with Disabilities	Not required	
5	• Nontraditional Training and Employment	Not applicable	\$67,400
6	• Special Populations Recruitment	.10%	\$11,351
7	Local Formula Distribution	85%	\$9,648,770
8	• Reserve	15%	\$1,447,316
9	– Secondary Recipients	50%	\$723,658
10	– Postsecondary Recipients	50%	\$723,658
11	• Allocation to Eligible Recipients	85%	\$8,201,454
12	– Secondary Recipients	50%	\$4,100,727
13	– Postsecondary Recipients	50%	\$4,100,727
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$567,574

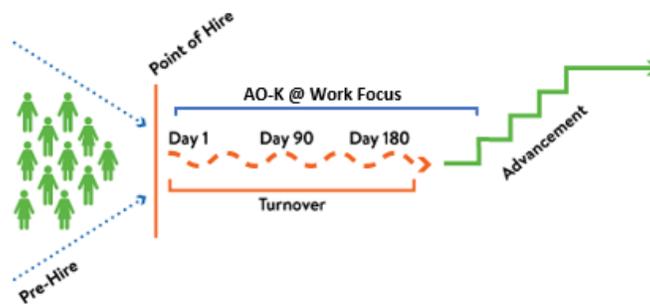
Adult Education Update: Walmart Upskilling Grant (AO-K @ Work)

Summary

The Kansas Board of Regents has received a grant from Walmart Inc., to develop customized training programs in partnership with retail-sector employers. These training programs will focus on both employer and employee needs, providing staff development that engages employees, while retaining a more skilled workforce for employers.

3/28/2019

KBOR has branded this initiative Accelerating Opportunity: Kansas @ Work (AO-K @ Work) which builds off the success of the existing AO-K model, combining basic skills instruction and Career Technical Education (CTE) training. Delivering this content to employees in or around their workplace removes many barriers to success and enhances employee learning and completion.



Employer Partner Expectations:

- Work with educational providers in the development of the customized training programs
- Support workers in their educational pursuits
- Provide workers time to complete the program
- Consider employee participants for advancement and/or wage increases

Educational Partner Expectations

- Work with employer partners in the development of customized training programs
- Assist workers in their educational pursuits
- Provide quality instruction and support to complete the training program
- Counsel workers about opportunities for advancement and further education

Project Timeline

March 2019 – Hire project staff
April 2019 – Identify Education and Employer Partners
May 2019 – Establish Employer Goals
June-July 2019 – Curriculum Development
August 2019 – Student selection/Project Implementation
September 2019 – First Student Cohort
March 2020 – Second Student Cohort

Legislative and Budget Update

Summary

The Technical Education Authority will receive a brief legislative and budget update.

3/28/2019

Intent

Director Casey will provide an update on the 2019 legislative session. Vice President Frisbie will discuss the latest budget information. Topics will include the proposed budget and other non-budgetary items that have been submitted or are under consideration by the Legislature.

Program Review Update

During the February 2019 meeting, the Kansas Board of Regents (KBOR) approved criteria to be used in determining technical programs for purposes of Postsecondary Tiered Technical Education State Aid.

*The Postsecondary Technical Education Authority (TEA) requested staff to follow up on Classification of Instructional Programs (CIP) Codes requiring further review, elective course assignment to technical programs, contractual partnership agreements, and additional criteria by which to evaluate programs.
3/28/2019*

Summary

Background

Pursuant to K.S.A. 71-1802(i) which defines technical programs for purposes of Postsecondary Tiered Technical State Aid, the TEA, with the help of community and technical college representatives, developed criteria to be used in defining technical programs:

- 1) All institutions must be considered an “eligible institution” based on statutory language provided in K.S.A. 71-1802.
- 2) To identify if a program/occupation requires less than a baccalaureate degree as defined in K.S.A. 71-1802(i)
 - a) the program will be initially compared to the U.S. Department of Labor’s “typical level of education required.” If the U.S. Department of Labor shows an educational level less than a bachelor’s degree, the program was affirmed to be a technical program.
 - b) If the program fails to meet the U.S. Department of Labor’s “typical level of education required,” the program may be compared to a 3rd party database (Burning Glass, Emsi, JobsEQ, or equivalent) to determine if **50%** of jobs in Kansas may be obtained with training consistent with legislation, less than a baccalaureate degree.
- 3) To identify technical skill proficiency, industry recognized credentials will be evaluated based on the process previously approved by the TEA in 2015.
- 4) For programs to be listed in the Kansas Higher Education Data System, 50% of technical courses, or at least 12 credit hours (whichever is higher) must be taught by the institution, and only courses taught by the institution are eligible for postsecondary funding.
- 5) Only programs approved for state funding will be listed in the Kansas Higher Education Data System.
- 6) Electives must be related to the program(s) to which they are assigned.
- 7) Institutions must control curriculum with the flexibility to add items as they see fit.
- 8) Institutions must control who enrolls in course(s)/program(s).
- 9) Courses for which a college has program and course approval, taught by an instructor employed by or paid by the institution, or reimbursed under a KBOR approved contractual partnership training agreement (e.g., CEP) will be eligible for postsecondary state funding. Instruction must be provided by the college directly, or through a contractual arrangement in which the college is fully responsible for the training provided and the hiring of the instructor. To be "fully responsible," there must be an employer-employee relationship established between the college and the instructor.

CIP Codes Requiring Further Review

After the initial comparison of CIP codes to the criteria, twelve CIP codes could not be placed in either the ‘CIP Codes meeting the criteria’ or ‘CIP codes not meeting criteria’ lists. The twelve remaining CIP

Codes were placed into two categories: 1) a CIP Code being utilized for military personnel and 2) CIP Codes ending in 99, which are nondescript and provide no occupational correlation.

Military CIP Code: After the February 2019 KBOR approval of the criteria, a request for information was sent to the institution utilizing CIP Code 29.0204. Board staff expects the institution's feedback in the near future.

CIP Codes ending in 99: After the February 2019 KBOR approval of the criteria, Board staff began reviewing programs utilizing CIP codes ending in 99. Research includes but is not limited to labor demands, CIP code(s) currently available for use, and the possible use/appropriateness of new CIP codes being introduced by the National Center for Educational Statistics in July of 2019.

Elective Courses

The approved criteria state elective courses must be related to the programs in which they are assigned. If courses are found to not have an association to the program in which they are assigned, staff will notify the institution and request the issue be resolved.

Program Evaluation Criteria

During the February 2019 TEA meeting, it was requested that staff provide additional ways in which programs may be evaluated. Items mentioned included:

- 1) Percentage of Declared Majors to Concentrators
- 2) Percentage of Concentrators to Graduates Exited and Employed
- 3) Percentage of Concentrators to Pursuing Additional Education
- 4) Employment trends for occupations